The CORN LADY

035.41
F45

UNIVERSITY OF MAINE
LIBRARY

Class no. 635.41
Book no. F45
Accession no. 52215

The Corn Lady

THE CORN LADY

The Corn Lady

The Story of a Country Teacher's Work

By
JESSIE FIELD
County Superintendent of Schools
Page County, Iowa

A. FLANAGAN COMPANY
CHICAGO

COPYRIGHT 1911
BY
A. FLANAGAN COMPANY

DEDICATED TO MY FATHER
AND ALL OTHER NOBLE, IN-
TELLIGENT FARMERS—THE
PRODUCERS—UPON WHOM
WE ARE ALL DEPENDENT.

52,215

The Corn Lady

Wheaton, Iowa, September 3, 1910

DEAR DADDY:—Yes, I have really taught my first day of country school. I do like it, just as I always thought I would, for there is so much that must be done. You know how I love the country, Daddy, and how way back in those dear days at Sunnyside Farm, I used to declare in my few serious moments that I was going to be a *country* teacher when I grew up. I remember how your brown eyes twinkled as you looked at my cropped head and bare brown feet and said:

"But is it possible that my tomboy daughter will ever sober down enough to be a dignified teacher?"

Then I would run under the colt, jump on his back and slide off just to show you what I could do; or I'd scamper away to

whisper my hopes and ambitions to the little mother who had taught me to love all growing things. Her eyes would look very gentle, as though they saw far into the future, as she said:

"Yes, little daughter; if you try hard and study and work, you may sometime be a great teacher."

"And can I be a great teacher and teach in the country?" I would ask.

Her blue eyes, so clear and true, would search deeper than ever in my brown ones as she answered:

"Yes, the greatest of teachers—and teach in the country—if you only have the eyes to see and understand your opportunity."

Mother knew, didn't she? And in the days that are to come, I shall try to build so well that I can carry out what she said. I already see the great chance for service and, surely, the greatest teacher is the one who helps the most.

I saw some goldenrod and purple asters as I came to school this morning and have had a bouquet of them on my desk all day. They have brought a flood of happy memories of those days when I walked back and forth over country roads from Sunnyside

Farm to high school in town. I always felt sorry, when I came to the corner by our country school, that a person ever had to learn so much that she couldn't go to country school any longer. I also remember the night when I was caught in a heavy rain

A COUNTRY SCHOOLHOUSE

and the sickness that came to me because of it. But it was fine when I began to get better. The doctor said I couldn't go back to school for a whole year and that I had better be out of doors a great deal. So you let me help you—and I even learned to milk

cows! I raised ducks, too—dear little yellow swimmers—and planted some corn! When I was tired of this, which I must confess was not very often, mother let me go into the attic and rip up all the old clothes and make them over for the children, or make bread and get supper all by myself.

Weren't we so happy when the chance came for me to work my way through college? For there were so many of us that you couldn't very well afford to send me. During all those years in college, I still was getting ready and wanting to be a country school teacher. When my senior year came, though, the professors—and the fact that I could make more money to help the girlies through school—finally persuaded me to take a position in the high school.

I liked that year in high school work. The boys and girls were so kind that I felt just like one of them. I was only twenty years old and I guess they thought I wasn't a very cross chaperone, for they always were wanting me to go with them on their picnics. I liked it and yet, in the corner of my heart, I was hungry for the country. I think it was more than the corner that was hungry, but I was so busy that I crowded it into a

corner and kept a smiling face. You understand, Daddy, for you have just the same feeling for the country. I believe I inherited it from you—this love for the open country and the soil and farm people. Thank you for the heritage. It is the best thing I have known.

It was like Providence when Mr. Brown came in and told me that they wanted a good teacher for the Oak Grove School next year, and that they would pay me as much as I was getting in high school. Didn't I just jump at the chance? You should have seen the look on the face of Grace Berry—the brilliant sophisticated teacher of history in our high school—when I told her. She looked as though she would faint away as she exclaimed: "Going to teach a country school?" She is too polite to say what she thinks, but her face told me that she believes I am going backward in my profession, instead of progressing. Poor, ignorant spinster lady that she is; she has entirely failed to keep up with the times. Her mind is too shallow to hear the call of the country; to appreciate the great stretches of green fields; to know the delicious odor of upturned sod and to understand the gladness, the peace

and the satisfying fulness of it all. But, if she were half alive, she might realize how refined and splendid country homes are getting to be; that country people have all the modern conveniences and comforts without the gossip, unrest and envy of the town folks.

In my district there are some very nice homes. One is as beautiful as any I have seen anywhere. Not so grand, perhaps, but homelike, with the lawn soft and velvety, roses climbing over everything and a big, inviting porch. Inside, there's a splendid library containing many good books and magazines, nice rugs, a bathroom, and a cosy dining room where such wholesome things to eat are served. And the people that live here? They are good, unselfish, farseeing country people, well educated and interested in the Farmers' Institute, the State Agricultural College and everything that will help make country life all it can be. You ought to see the road in front of this house. It is a regular boulevard and the farmer told me it was made so simply by the use of the King road drag. Well, when I looked at it, I was sure of one thing—he was never too busy to drag it when it was needed.

Best news of all. It just makes me want to dance a jig. I am whistling a tune as I write this. I know I'm a teacher, but there's no one to hear but you—and you

THE SCHOOL GARDEN

don't mind for you've heard me before. I am going to get board there. It is about a mile from the schoolhouse but I don't mind that, for it will be the happiest place to stay and they will help me.

Not all the homes are like this. Some are farmed by renters, who look as though they were not caring very much and as though their corn would not go more than twenty bushels to the acre. There are, evidently, all kinds of people in this district.

But, even the most run-down homes and farms compare favorably with the schoolhouse and yard. The house needs painting; the coal house has holes in it; the fence is falling down and it looks as though no one cared very much whether it kept step with the advance in country life or not. The schoolhouse is not clean inside, either. The director said he was sorry about this, but could find no one to do the work.

Such a school it is, for thirty-one bright boys and girls. Just an ordinary country school, such as you were director of twenty-five years ago. Sometimes a better teacher would come for a term and try to improve conditions by making it an imitation of a city school. People do not need to look further than to just such a school as this, to know why the young people are leaving the farms and crowding our cities.

I am going to try, in my country school, to teach the children in terms of country life.

I want to make it of real service to the district—to the farms and the homes. I will write and tell you in the old "Honest Injun, cross my heart and hope to die" way just how I succeed.

Love to mother and the girlies. If you see Tom, invite him up to supper and try to keep him from getting lonesome until he goes to college again. I am missing you all to-night, but I will write often and tell you all about your girl, who is very proud to sign herself,

A Country Teacher.

Wheaton, Iowa, October 4, 1910

DEAR DADDY:—Well, the first month has gone and I surely do think that teaching country school is the best work in the world. The country is beautiful these early autumn days. The corn is tall and straight, with the ears hanging down as though they were quite weary of their own weight. I wish you were here. Shut your eyes and think of hills and hills and valleys covered with rows of corn; with grain and alfalfa fields between and —here and there—pretty white houses and red barns. Daddy, doesn't the sight do your heart good?

I have spent most of the time, when I could get my school work finished, in getting acquainted with the people. I have been to see them all and they were glad to have me come. There is one family that is very poor. They came here from the mountains of the South about a year ago. The father is not very well and he doesn't understand farming at all. It is a large family, the oldest an in-

telligent, ambitious boy about fourteen years old. He cannot come to school this Fall, for it is necessary for him to stay home and help with the work; but I am going to teach him during evenings and he is looking forward to the time when corn husking is finished so that he can start in.

You should know another of my boys whom I like. They tell me that last year the teacher had to use the stove poker on him and the director finally found it necessary to expel him for the good of the rest of the pupils. He is seventeen years old and has a dark, forbidding face. But, underneath the mask that he wears to hide his real feelings, I can see strength and promise of a better manhood. I am finding a way to help him to waken up his good side and I'll tell you about it later.

We had a school cleaning bee and all turned in and made the schoolhouse just shine. The boys carried water; the girls washed the windows and desks and blacked the stove—and I scrubbed the floor. We were all so proud of the house, when it was clean, that I didn't mind my aching muscles a bit. They all cleaned their feet the next morning without being told—and I even

saw them rubbing out marks in their books. I sort of believe they have cleaner hearts for having a clean school home, too.

Mr. Brown, my director, heard that the schoolhouse was clean and he came over to look at it. He was well pleased and said he liked the cover I had made for the chart, too, and the good way in which the children were behaving. Before he left, he said he thought that—since we had done the work of cleaning the schoolhouse—we should have the pay. So he gave us an order for three dollars, which was what they would have had to pay to get it done. We couldn't think what to get at first, but we finally decided to get a water jar, with a cover and a faucet, and each pupil said he would get a cup to use. So Daddy, you see we are getting very sanitary; we have a clean, clean schoolhouse and individual drinking cups.

We also decided there were some more things we needed. So we voted for a committee of the big boys and girls to plan a pie and coffee social to raise some money. We had such a nice time and there was enough money as a result to buy material for some pretty sash curtains, and to put a set of supplementary readers in the school

library for my first, second, third and eighth grade classes. Mr. Brown is going to have the schoolhouse papered for us. We bought a beautiful copy of Sir Galahad, too, and

INDIVIDUAL DRINKING CUPS

the boys made a frame for it. They love the picture of this knight of the pure heart. I think Edward, the dark-browed boy that

I told you about, likes it best; but he doesn't say anything much about it.

You should have heard the children dramatize "Farmer John." You remember that old poem:

FARMER JOHN

Home from his journey Farmer John
Arrived this morning safe and sound;
His black coat off and his old clothes on,
"Now, I'm myself," said Farmer John,
And he thinks, "I'll look around."
Up leaps the dog: "Get down, you pup!
Are you so glad you would eat me up?"
And the old cow lows at the gate to greet him,
The horses prick up their ears to meet him.
"Well, well, old Bay,
Ha, ha, old Gray,
Do you get good food when I'm away?"

"You haven't a rib," says Farmer John;
"The cattle are looking round and sleek;
The colt is going to be a roan,
And a beauty, too; how he has grown!
We'll ween the calf in a week."
Says Farmer John, "When I've been off—
To call you again about the trough,
And watch you and pet you while you drink,
Is a greater comfort than you can think;"
And he pats old Bay,
And he slaps old Gray,
"Ah, this is the comfort of going away!"

"For, after all," says Farmer John,
"The best of a journey is getting home;
I've seen great sights but I would not give
This spot and the peaceful life I live
For all their Paris and Rome;
These hills for the city's stifled air
And big hotels and bustle and glare;
Lands all houses, and roads all stones
That deafen your ears and batter your bones!
Would you, old Bay?
Would you, old Gray?
That's what one gets by going away."

"There Money is king," says Farmer John,
"And Fashion is queen, and it's very queer
To see how sometimes when the man
Is raking and scraping all he can,
The wife spends, every year,
Enough you would think for a score of wives
To keep them in luxury all their lives!
The town is a perfect Babylon
To a quiet chap," said Farmer John.
"You see, old Bay,
You see, old Gray,
I'm wiser than when I went away."

"I've found this out," said Farmer John,
"That happiness is not bought and sold,
And clutched in a life of waste and hurry,
In nights of pleasure and days of worry,
And wealth isn't all in gold,
Mortgages, stocks and ten per cent,
But in simple ways and sweet content,

Few wants, pure hopes and noble ends,
Some land to till and a few good friends,
Like you, old Bay,
And you, old Gray,
That's what I've learned by going away."

And a happy man is Farmer John—
Oh, a rich and happy man is he!
He sees the peas and pumpkins growing,
The corn in tassel, the buckwheat blowing,
And fruit on vine and tree;
The large, kind oxen look their thanks
As he rubs their foreheads and pats their flanks;
The doves light round him and strut and coo;
Says Farmer John, "I'll take you, too;
And you, old Bay,
And you, old Gray,
Next time I travel so far away."

—TROWBRIDGE.

The whole school has a part in it and the front of the schoolroom is the barnyard. One of the big boys read the play and the rest acted their parts. One youngster delighted to be the dog and how he did jump and bark at the right place! The little primaries were the doves. Two of the girls were "Old Bay" and "Old Gray." When my Tennessee boy was through reading it the other day, I said:

"Do you like the farm best?"

"Indeed, I do," he answered.

My intermediate reading class likes the poem:

THE BOY WITH THE HOE

"Say, how do you hoe your row, young chap,
Say, how do you hoe your row?
Do you hoe it fair,
Do you hoe it square,
Do you hoe it the best you know?
Do you cut the weeds as you ought to do
And leave what's worth while there?
The harvest you garner depends on you,
Are you working it on the square?"

"Are you killing the noxious weeds, young chap,
Are you making it straight and clean?
Are you going straight
At a hustling gait,
Do you scatter all that's mean?
Do you laugh and sing and whistle shrill
And dance a step or two?
The road you hoe leads up a hill;
The harvest is up to you."

I have made some "Farm Charts" for my little people and I'll send you some pictures of them. Of course, one cannot do many things for children until she knows them, but I believe they are already learning to love the farm. There are so many little ways in which to interest the children in the

A READING CHART

country. I wish you could see all the different products that they have brought for our "farm corner"—apples, corn, gourds, pumpkins and flowers.

I have written to the Extension Department of the State College of Agriculture and, also, to the National Department of Agriculture for all the helps they have for teaching agriculture and home economics in country schools. Also, I have asked them for information in regard to the gravest problems of the farms and the homes in this part of our state. They have sent me some very helpful printed matter and have written letters showing their great interest. And, Daddy, you should see me devour the farm paper I have subscribed for. I read it even before I do the *Ladies' Home Journal* and I am getting so many helpful things from it.

We are planning to do so much this month. I will tell you about it in my next letter. Lovingly your

COUNTRY TEACHER.

Wheaton, Iowa, November 1, 1910

DEAR DADDY:—We have just finished putting in our tulip bulbs. The boys brought their spades and rakes from home and have been working before school and at recesses all week getting the ground ready. We put our bed up close to the schoolhouse, on the south side. Each of the youngsters has two bulbs that he calls his own and we planted them to-day, during the afternoon recess. Then, we covered the bed over with leaves and left it for the winter, knowing that through the cold the roots would be reaching down and gathering strength for the burst of gold and crimson in the early spring.

The county superintendent sent us our tulip bulbs. They were given by a man who is interested in beautiful school grounds—enough for every school—six thousand bulbs. The superintendent has a Babcock Milk Tester, too, which she sends out to the different schools that wish to learn how to use it. She let us have it for two weeks last

month. I was very glad, indeed, as there are two men in the district who have quite a number of cows.

The pupils brought samples of the milk from their cows at home and we tested it the

PART OF THE TULIP BED

first thing in the morning to find the percentage of butter fat that it contained. We found some cows that tested as low as two and a half per cent, and others that tested as high at six and six tenths per cent. We had some problems from this and actually

found out that the cow that gave only two and a half per cent was not paying her board. The man who has the largest number of cows came up and asked me if he

OUR TULIP BED

could use the tester after we were through with it at school. I told him I would ask the superintendent and she said he might; so he took it and tested his cows very carefully with the help of his son, who had

learned to do so at school. Pretty soon I heard that he had sold six of his cows and bought some splendid, high-testing Guernseys to take their places in his herd. Isn't that good? He was just paying for the privilege of milking those scrubs, and the good cows will furnish a profit for buying more books and other things that his boys and girls need.

October tenth was set by our State College of Agriculture as Seed Corn Picking Day. I explained how important it was that farmers pick their seed corn early, before the first frosts can catch it and kill the germ so that it will not grow next Spring, and asked the pupils that day to each go out in the fields at home and pick for me the best ear of seed corn they could find and bring it to school the next morning. Then I asked one of the fathers, who was a good seed corn judge, to come and talk to the children on the good points of an ear of corn for seed. He came and gave a splendid, sensible talk, illustrating it with the ears of corn the children had brought. You should have seen their eyes shine—the children's—who found this information about real things most interesting; the man who was doing something

for his school and, well, the teacher was happy enough for her eyes to shine, too.

The next day, for language, we wrote an account of what we had learned about corn. I never had secured before such clear expression; such good sentences, or correct punctuation, writing and such neat and thorough work. I had them take their work home when it was completed, and I heard many good words about it. Best of all, I saw that most of the farmers had picked their seed corn carefully from the strongest stalks in the field and hung it up; not waiting to throw out the best ears from the wagons after the freezing weather had killed much of it.

In geography, we have drawn maps of all the farms, showing the fields and what had been planted in each for the past four years. In connection with this, we had some study of soils and considered the importance of crop rotations in keeping the soil fertile. One of the boys brought some alfalfa and we examined the little tubercles that draw the nitrogen into the soil from the air. Some of the fields in this district have been planted to corn for the last ten years, because corn is the "money crop" as they call it; yet the

farmers who do this seem to be making but little money.

We have drawn maps of the township, indicating the amount of products along every

LOOKING FOR SEED EARS

line, as shown in the assessor's books at the county auditor's office. Then we drew the county, showing the banner townships for corn, oats, hay, wheat, alfalfa, apples and

other fruit. And we did the same thing with the state, showing the banner counties.

I wish you could come and see us. We are having the best school—and it's a *country* school, too. I think in its strength—its open-heartedness—its wholesome spirit—and in the things we are learning, you would know that it belonged with broad fields and country freedom.

I tell you it is great fun to be just

A Country Teacher.

Wheaton, Iowa, December 4, 1910

DEAREST DADDY:—There is so much to tell that I hardly know where to begin. But I think you'd like best to hear about our "Farm and Home Day." As it came along toward the end of November, the children were all wishing for a program. We talked it over and decided that we would have an exhibit of corn; and of cooking and sewing. Each boy was to bring the best single ear of corn he could find and, also, the best ten ears. The girls were to bake a loaf of bread and some cookies. They were to make two buttonholes on gingham and a work apron. The one having the best in each class was to get a blue ribbon, and the next best a red ribbon.

Then, too, we thought for our program we would have some good essays on practical subjects such as: "How to Make Good Bread;" "The Benefit of Pure Air in Our Homes;" "The Selecting and Storing of Seed Corn;" "Crop Rotations to Keep the Soil Fertile;" "Why I Like to Live on the

Farm" and "The Use of the Babcock Milk Tester." Each pupil selected what they were most interested in and looked up all they could in farm journals, bulletins and papers. They asked their fathers and neighbors for pointers, too.

The little people learned some songs. "The Whistling Farmer Boy" was their master piece. Then they had a corn drill, dressed to look like ears of corn and the dear little girl, our school baby, held an ear of corn and played she was the "Mother Ear."

Almost everyone came for the afternoon. I had selected a committee of men and another of women, who had no children in school, to judge the exhibits; and I had taken all the names off from the entries and numbered them. After the ribbons had been put on, we had the program, and then we told whose corn and sewing and cooking had won.

How can I tell you how glad I was when I saw that the blue ribbon had gone on the single ear that my mountain boy had selected —and on the ten ears that the boy with the dark face and the dark past had brought. Max, the mountaineer, prizes that little blue ribbon more than anything he ever had be-

fore. I could see all the royal strength of his blue-blooded Scotch Calvinist ancestors in him, as he stood so straight after school and said:

"Teacher, I wouldn't take ten dollars for this ribbon and this ear of corn."

And Edward, the dark-faced boy, looked almost sunshiny as he asked:

"Now, will we get to take our corn to the County Farmers' Institute?"

"Surely we will, Edward," I answered. "And you have all done so well that, perhaps, we can win the beautiful trophy for our school district."

Florence had the best apron. I haven't told you about her. She is the oldest girl in a big family. Her father is the kind of man who is always "agin things." They live off the road and seldom visit anyone. For years this man has made trouble in school. If one of his children—he has six in school—is reprimanded, he comes up and tells the "school ma'am" what he thinks of her for punishing his children when they haven't done a thing wrong. He thinks what was good enough for him is good enough for his "younguns." He regards school taxes as altogether too high and has been waiting for

Florence to grow big enough so she could work out.

Well, Florence wanted to make an apron but her father wouldn't let her buy any cloth. He said he didn't believe in such

THE BOYS' FARM CLUB STUDYING CORN

things having any place in school anyway. So I bought some pretty gingham and gave it to her, and showed her how to cut and make her apron. She had never had a thimble on her finger, but she worked so

carefully and patiently. She would come as early as she could in order to sew before school commenced in the morning and, sometimes she would study so hard that she would get some extra time for her sewing. She was doing much better work in all her studies, too.

She finished her apron a week before the entertainment, and took it home and washed and ironed it. It was just beautiful. Every stitch seemed perfect. I met her father the evening before our Farm and Home Day and urged him to be sure to come. I asked him if he had seen what a beautiful apron Florence had made. He scowled and growled out:

"I don't take no stock in sich things. They don't have no place in school nohow."

He was so big and so cross that the tears started in my eyes. I just tried to smile and hurried on home.

The next forenoon, when the blue ribbon had been put on Florence's apron, she came up to me and when I leaned down, she put her arms around my neck and whispered:

"Teacher, please may I go home and tell ma and pa about my apron?"

"Certainly you may, and tell them to come

this afternoon if they possibly can. Do not stay. Just go long enough to tell them." And away she flew down in the woods to the little gray house where the man lived "who didn't take no stock in sich things."

Florence didn't come back alone; she brought her father along, who looked quite good-natured and her little bent mother, with her tired eyes and peevish baby. I took them over to the apron—the best of the fifteen aprons that were on exhibit—and said:

"It is such a beautiful apron; every stitch is just perfect."

"Yes, it is nice," the little mother said proudly. "But I never could get her to sew any at home. She wouldn't take any interest in it."

"She's a pretty smart gal," the father added, "and I want you to jest take her as far as you can; take her as far as you can." And all the little brothers and sisters, and the big brother stood around and looked proud, too.

The little girl, Gladys, who made the best buttonholes, is an orphan. That is, her mother died last year and since then she has been trying to keep house for her father and

go to school. She is only twelve years old. When she was working on her buttonholes, she came to me and said:

CHAMPION BREAD MAKER

"Mother told me once that grandmother could make buttonholes so well that you couldn't tell the right side from the wrong side. I am trying to learn to make them as well as she could."

Bless her heart, I am sure if her mother knew what g o o d buttonholes her daughter did make, she would be glad. I noticed, too, that her dresses which had been pinned up with buttons off, and her hair that was not always combed well, became far neater; and the work at home, which she had always seemed to dread, began to be less of a burden.

The girl who had the best loaf of bread is the youngest in a family of eleven girls. They are all grown up and out of school

and she should, really, be in high school this year; but she is not very well and so had to stay at home another year. I do not claim the least credit for her good bread; her mother is a splendid cook and taught her how to make it, but the girl is certainly full of new hope and ambitions, since she gained this recognition.

THE COOKY GIRL

And the cooky girl is just a dear little roly-poly, healthy country girl from a good home. Her mother says she is very glad that she is getting interested, though. Her father, who is a prosperous, hard-headed farmer said:

"It just seems mighty worth while to me to get the girls interested in home things. For what's the use

of farmers raising better stock and more corn, except to have money to make better homes? And how can we have better homes unless the girls are interested in and care for such things?"

There were some good essays on the program. How we did laugh when one of the girls read the following in her essay on "Why I Like to Live on the Farm:"

"I milk four cows every morning before breakfast. I like to live on the farm because I can sing and whistle as loud as I want to while I milk them, and I do not bother anyone. In fact, it seems the louder I sing, the more milk they give."

We are going to take all our best work to the County Farmers' Institute next month and see if we cannot win the county school district trophy that is offered to the school district making the best display at the Boys' and Girls' Corn Show and Industrial Exposition held then. The boys are going to compete for a place on the Boys' Corn Judging Team, which represents our county at a state contest, to be held at the State College of Agriculture in January. We are getting all the information we can, and the boys are studying nights on it.

I think I am going home for Christmas. We haven't had any vacation yet this year and I believe we will have two weeks then. Tom will be home from college, too; so you and the little mother can expect a merry time.

The time is just flying along, and your girl is still a happy

COUNTRY TEACHER.

HOMEWARD BOUND

Wheaton, Iowa, December 20, 1910

FATHER DEAR:—Our school *did* win the trophy for having the best work from our district at the County Farmers' Institute. When we heard it, we marched out and ran up our school flag. Everyone helped, for all the entries that mothers, fathers, big brothers and sisters and hired men made, counted; as well as those the school children made.

A hired man from one of our farms showed the best corn in the hired men's class. I asked him where he learned to know good corn, and he said he had learned it reading out of those bulletins Jim brought home from school with him.

We had a great many things in our exhibit: Aprons, cushion covers, buttonholes, hemming, bread, cookies, cakes, farm devices, model chicken houses, a model country schoolhouse and grounds, wheat, oats, potatoes and corn.

Florence's apron was the best in the county, and there were hundreds entered.

Daddy, can you think how proud and happy her father is? He is fully converted and can't help enough, now. When they found that our district had won the trophy, the di-

THE STATE TROPHY

rectors gave us a day to attend the Institute. There was a splendid program, with speakers from the State College of Agriculture, who spoke on "Good Roads," "Crop Rota-

tions," and "What They Can and Cannot Accomplish." A lady from the State College spoke on "Modern Improvements for Country Homes." It was all very good.

And the exhibit—of course, we expected it to be a grand exhibit; but it surpassed our greatest expectations. When we saw the blue ribbon on Carl's potatoes that he had not planted until so late that we thought they would freeze; the blue ribbon, too, on Max's single ear with its beautiful straight rows—the best out of one hundred and twenty ears; another prize ribbon floating with the flag on the flagstaff of our model country schoolground; the red ribbon on Floyd's handy farm knots and the honor given to Florence's apron that we were all so proud of, we were just sure it was the most marvelous exhibit we had ever even dreamed of.

There was a corn house, where the bushels were exhibited from the boys who had tried in the acre yield contest. Standing near the corn house was the happy, little white-headed twelve year old Anton, who had succeeded in raising the largest number of bushels to the acre and would get a prize of fifty dollars from a bank interested in boys. Which fifty dollars Anton told me he was going to

put at interest in the bank to help buy a farm with some day. Anton lives on the other side of the county, but we are all very proud of his record.

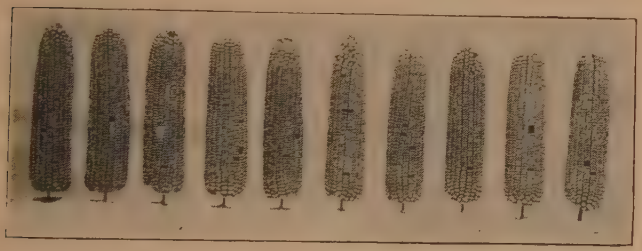
By the cooking and sewing exhibits were many bright-faced girls, with their fathers and mothers usually near by. The cooking

RAISING THE FLAG

exhibit room, I noticed, was very popular with the men. I wonder why? Would you have made such a bee line for that if you could have been here? Tom says he is sure that he would, for he thinks cooking is one of the fine arts. I'll see if I cannot learn more about it, myself. I heard one little

girl say: "Next year I will bring many more things." It makes them try so much harder when they see what other children can do.

The trophy is beautiful and we are very thankful that we were able to win it. I will send you a picture of it. We have to win it three years in succession to keep it always. We will surely try to do this.



PRIZE TEN EARS OF CORN

I must not forget to tell you that Max, the mountaineer, won a place on the boys' corn judging team. He will have his expenses paid to the State College for a two weeks' short course, and while there he will compete for the state trophy on a team with two other country boys from our county. The trophy is awarded to the best boys' corn

judging team in the state. He will start the day after Christmas. After school was out to-night, he came to me and tried to thank me for helping him. He has that fine, sensitive southern face and such quiet manliness. I said:

"The best way you can thank me, Max, is just by keeping on and trying your very best to make use of every opportunity that comes to you."

"I will try," he replied, quietly.

I have a new name. Last week I attended my first box supper. The young ladies bring boxes trimmed so beautifully with paper and artificial flowers and filled with good things to eat; and the young men bid them in. Of course, I took a box. I had some paper napkins with a design of ears of corn on them. I decorated my box with these, making a border all around it of the ears of corn cut out—and then I put a nice ear of corn on top, tied with ribbons. It was really pretty, and full of good things to eat.

When the auctioneer put it up, I heard someone say: "Whose box is that?" and two or three answered at once:

"Why, don't you know? It is the Corn Lady's." The Corn Lady's box brought a

good round sum and now everyone that knows me well is taking up the name and they say it in the nicest way, with a friendly look and a tone that seems to say, "We like

SELECTING PRIZE-WINNERS

you quite well, Miss Corn Lady. You are interested in the things we are interested in. You are one of us."

And Daddy, maybe it seems strange to you, but this girl of yours, because she likes the land and the people who raise the corn, likes to be called

THE CORN LADY.

TESTING CORN

Ames, Iowa, January 6, 1911

DEAR DADDY:—Here I am at the State College of Agriculture for the short course. I wish I might have stayed at home longer, but it was so good to be there for Christmas, anyway; and you and mother were so splendid to urge me to secure this work.

It is a wonderful place up here, with its great buildings, fine equipment and intelligent teachers, to train students in the science of agriculture. Just now it is vacation time for the regular college students, and there are six hundred farmers with their wives, boys and girls taking the two weeks' short course. The men and boys have classes in corn and stock judging; lectures on soil and farm machinery; and many other subjects. The girls and women have lessons in cooking, sewing and home making.

I am playing boy—like I used to—and taking the work in corn and stock judging. I had to live up to my name, you see. I am going to try for a corn judge's certificate at the end of the two weeks. Do you suppose I can get one?

There are several hundred farmers in my

class, and seventy-five in my section. They are all very good to me and try to show me about the corn, and explain the different points to me. We are learning to use the

LEARNING TO JUDGE HORSES

corn-judging score-card and there are so many, many things to consider. The work is very practical, and the old gray-headed farmers seem to be just as keenly interested in it as the young men.

This morning there was a farmer in the corn-judging room who came up and spoke

to me before the class. At first I could not think who he was. He laughed and said:

"Don't you remember me? Many a time I have seen you walking over the hills to school in the country." Then I knew him. It was Fred Walker, the man whose father gave him such a big farm next to ours, and who always worked so hard. He told me that he had been coming up here for five years to the short course. He said he wished his father had given him a chance to go through the college.

"It would have been nice," I said, "but he left you a farm, didn't he?"

"Yes, he left me a farm; but he worked early and late and took me out of school to help work to save money to buy the farm. I'd rather have had a chance to get an education here than to have the farm. I tell you, my boy is going to have a chance, and so are all the other children down at our country school, I hope." And he said it with that hungry look that comes into men's eyes when they see a chance that they have lost forever.

We are almost ready to start home and are taking the state boys' corn-judging trophy with us to our county. I took ex-

amination for the corn judge's certificate, but will not know for some time whether I passed or not.

All these farmers and their sons will be going back to their farms to-day with a new vision of what farming means—not only in greater profit—but in better standards of living. We cannot estimate the good that our College of Agriculture is doing, both in its regular work and in the message that the Extension Department is carrying to the people. If I go again next year, as I am hoping to do, I expect to take the work in home economics, but I am so glad that I took the corn and stock this time.

Back to school again Monday, and I am anxious for Monday to come now.

Your own

HELEN.

THE CORN-JUDGING CONTEST

Wheaton, Iowa, February 5, 1911

DEAR DADDY:—Well, we organized our regular class in agriculture as soon as school started after the holiday vacation. The big boys were all present and I thought they surely should have some definite work. We are taking up a text-book on agriculture and this, together with experiments and observations in the neighborhood, talks by prominent farmers, and use of the farm bulletins, makes our work very interesting. The boys are keeping regular note-books for their work in agriculture.

The girls have organized a Girls' Home Club and we meet each Friday afternoon for a half-hour after school. Some of the girls in the district who cannot attend school, come in for this, too. We are not trying to do any very complex work; but the simple, homely things that we are learning, we are learning to do well. We have taken up patching and darning; hemming and making buttonholes. We have thoroughly studied bread-making and the girls have all tried it

at home. Butter-making, sweeping and dusting, and even dish-washing has had a share of our attention. The mothers have helped us in many ways. One little girl said to me at the last club meeting: "Isn't it strange, there seems to be a right and a wrong way to do everything?"

I mentioned our using the "Farm Bulletins" with our work in the agriculture class. The older pupils wrote to our State College of Agriculture and to the National Department of Agriculture, Washington, D. C., and secured a large assortment of them. Then Edward, who has come to be our right-hand man in school, made a rack for them out of strips of wood and fastened it to the wall. We sorted the bulletins according to subjects and filed them in the rack where they can easily be used for reference by the class in agriculture, geography, reading and physiology. In all the classes from fifth grade up, we have been having these farm problems once a week. They bring in many of the problems from home. I enclose a page of the problems we have had this week, so you can see what they are like.

One German father stopped me in the road the other day to tell me how glad he

was that his boy was learning arithmetic down at the school that he could use. "Why," he said, "John used to come home at night and I would give him the scale tickets to figure up and he couldn't do it—nor the cream checks, either. He said he could figure it out if it were about oranges like it was in the arithmetic book, but he wasn't used to working problems with corn and cream in them. He used to say when he was trying to figure out his problems for to-morrow, 'Pa, do you times this, or is it into?' He don't ask such silly questions now. You've taught him to really know what he is doing in arithmetic. I tell you what, I am mighty thankful to you for it, too."

John is a bright boy, all right, but it was necessary for him to learn to do some real thinking, and that is what he is doing now.

So, if you want some expert farm bookkeeping done, just come down and call on some of my boys and girls. I think they would enjoy doing it for you, too.

Lovingly your

COUNTRY GIRL.

Wheaton, Iowa, March 2, 1911

DEAR DADDY:—I haven't told you about our literary society, have I? We have been holding meetings every two weeks since the first of December. We meet on Friday evenings and are organized in the regular, old-fashioned way. I am the secretary and a young farmer, who lives in the next district, is president. We have had some good meetings, with speeches, debates, readings and singing. Many of the people of the district, who were very much afflicted with stage-fright at first, are now so that they can hold their own before an audience in a dignified, efficient way.

We have debated everything from consolidated schools to parcels post and had talks and essays about "Alfalfa," "Good Roads," "Care and Feeding of Hogs," "How to Get Rid of the House Fly," "The Use of the Gasoline Engine on the Farm" and many, many other things. I am so glad we have had this literary society. It seems to me that country people need leaders: the ability to express themselves better; and

these things we are gaining. Best of all is the social side; it is so good to get together and become better acquainted and away from the grind and monotony of "all work and no play."

CORN DAY IN THE COUNTRY CHURCH

Our country church, which is about three miles from here, has such a good pastor. He believes in making the church really serve the people. He had all the people of the congregation and their families come together one evening at his home for a party. There

a Farmers' Progressive Club was suggested, and a committee appointed to make out the constitution. At a meeting held a week later, the Farmers' Progressive Club was organized with about fifty members. They decided, as one feature of their Club, to observe Corn Sunday and Monday at the church. On Saturday the people brought corn and other farm products to the church and arranged them beautifully. On Sunday, the sermon was on the text: "Whatsoever a man soweth, that shall he also reap." It was a "corn" sermon and you would have been surprised and delighted, I know, if you could have heard it and all the ways the preacher found to bring into his sermon, practical, homely farm illustrations.

On Monday afternoon your daughter, who now has her state corn judge's certificate, went over after school and judged the corn for them. I disliked to do it, for I felt as though I didn't know enough about corn from a practical standpoint, but I just thought I couldn't very well refuse when they asked my help. That evening we had a big meeting and talks by the men and boys who had the best corn. They sang their Club Song and were given a talk by the

president of the Club. The next day they came and loaded up the farm products that were displayed and gave them to the preacher. Now, they are so interested that they are planning to have an expert come from the State College of Agriculture and hold another exhibit later on.

The boys have built a work-bench in the basement and brought some tools from home, and we are having some manual training. We are working out a few useful farm devices, such as gates, milking stools, racks, individual hog houses and so forth. We have found work in rope-splicing and making halters even more useful and interesting for the children than basketry and mat-weaving, and it has the same value in training their hands. I will send you some pictures of our rope work. The boys and girls have also learned how to make rope halters for calves and colts.

It has been very cold and snowy, so we have used some of our noon hour for hand work. The girls have finished the sash curtains for the windows. They hem-stitched them and each girl pinned her name on her own curtains. We have our new wall paper and some new books for our library. We

scrubbed the schoolhouse several times, and every Friday night I try to give it an extra good cleaning. So we are just as homelike and cozy as can be in our school room during these cold winter days. They are almost over now, though, and I am almost sorry, for what if the big boys should have to drop out of school soon to help with the spring work?

I was so glad to know from your last letter that you and mother liked the way I was working. I do want so much to really do something for these country children. Sometimes it seems to me as though I had done very little when I think how much there is that should be done.

Lovingly your

COUNTRY TEACHER.

Wheaton, Iowa, April 3, 1911

DADDY DEAR:—The men are busy in the fields now, but the boys have all stayed in school. I cannot tell you how glad I am. Edward's father said to me:

"Well, I just couldn't think of taking Edward out of school this year, until it was out, for he is so interested and learning so much. And he is learning things he can use, too."

Everyone of my pupils has enrolled in the State Junior Boys' and Girls' Club, organized and planned for by our Extension Department. The girls will take the work in cooking, sewing and home management, so they will be busy on this work all summer, whenever they have time. The boys will be learning to "put their head into the game of farming" by taking the courses in the acre yield contests and the individual ear-test. The boy in the state who has the largest number of bushels of corn on his acre, with the least expense, is to have a trip to Washington, D. C., next fall, and his mother may go, too. How we all wish that this

might be one of our boys and his mother! The boys have been reading the accounts of what the boys of the South have done in raising corn. There was one boy in South Carolina who raised two hundred and twenty-eight and three-fourths bushels of corn on one acre. How is that for a record?

We have been doing some special language work that I am proud of. Each pupil selected some farm or home subject that interested him, and wrote an illustrated composition on it. Those who could, drew their illustrations; others cut them from farm journals and bulletins. Some clinched their points with clippings from magazines and papers. We expect to send these booklets to the county fair.

We have cleaned and raked our yard and are getting the ground back from the road and the playground, ready for our school garden. We are putting out a number of vines and some seed that our Congressman was kind enough to send us. We think our radishes and lettuce will be ready to eat with our lunches before school is out. We are going to start a little experimental plot for alfalfa, too.

The girls in the Home Club served lunch

to us the other day. We brought from home the different things needed; put our primary table in front and set it carefully. Each family had been told what to bring that day and

HIS OWN TULIP

the girls made chocolate on the stove, too; then they served the dinner We had studied at our meeting just before this, how to serve, and they were carrying their teaching into practice. After it was over, Sam came up and said:

"Wish you'd let us do that sometime and serve the girls."

I only wish you, mother and the rest might have been here, for you surely would have enjoyed the spread that my girls gave.

We have been testing seed corn the past week. Each pupil already had the ears of corn at school that they had picked on Seed Corn Picking Day. We had hung these up and kept them. Then each of the pupils brought two more ears. So altogether we had quite a lot of corn to test. One of the boys brought a box and two of them went about a mile through the snow to get some fresh saw-dust. We wet the saw-dust thoroughly, then covered it with a strong muslin cloth on which we had marked out and numbered squares for each ear. The boys numbered the ears and arranged them in rows of ten each on the floor. Then each pupil put in six grains from each of his ears of corn. These six grains were taken from different parts of the ear. We took another cloth and placed it over the corn and on this we put some more saw-dust. In about five days the corn had sprouted. Almost every ear that had been picked early sprouted perfectly, every grain growing, but some of the other

ears did not grow at all, and some were weak. The boys say they will never plant any corn that does not test one hundred per cent

TESTING CORN

strong, for it doesn't take any more work to tend a perfect stand of corn than a poor one and there are much greater results from it.

Lovingly,

HELEN.

Wheaton, Iowa, May 5, 1911

Dear Daddy Mine:—Our tulips have blossomed and they are just glorious. Everyone who passes, stops to look at their gold and crimson beauty. But the children love them best of all. The first morning that they blossomed we were all out around the bed before time for school. Each one claimed his or her own blossoms and really thought they were the prettiest ones in the bed.

And Charles—my rough, motherless boy—who used to swear so at the beginning of the year, loves them so. He is the boy who, when I talked with him about swearing said: "Teacher, I don't want to swear. I'd want you to lick me for it, if I thought it would do any good; but it wouldn't. When I git to playing ball and something goes wrong, I just forget." Charles was down on his knees that morning by the bed, touching two great red blossoms with boyish eagerness and saying, "Aw, you don't need to think yours are the prettiest. Mine's the most

reddest of all." And there was no one who could gainsay him.

He had thrown his torn straw hat down beside him, and I shall never forget how he looked with the morning sun catching the

THE GIRLS' TULIPS

bright lights in his tousled hair, his fair boyish face—strong and fearless, his caressing touch on the crimson flowers and, finally, the look of reverence which stole into his eyes, which told of a new-born love for the beau-

tiful that had found room in his heart. No, of course, he has not sworn since. There's no room for roughness and oaths in the heart of a boy who has learned the lesson he did that morning.

A rabbit came one night and ate off some of the tulips. Such mourning as there was in camp the next morning. I am glad they enjoy the flowers so much. We must have even more next year. And I hope we can have some hyacinths and crocuses, too.

The eighth grade class all did creditable work in the examinations. My mountaineer was about ready to give up on grammar. He found it so hard and did not think he could get it. But I said, "Do you mean to tell me, Max, that a boy who knows as much about corn as you do, will let grammar get the best of him?" Then he buckled down. We had the strongest class in the county, the superintendent said. They were alive and interested, and had done their best. I knew that.

We made a collection of different kinds of weed seeds last Fall and this Spring, when the farmers were buying their seed, we examined samples of it to see if we could identify any weed seeds in it. We found

one sample of red clover-seed that had enough Canadian thistle in it to ruin the man's field. He had bought the seed of a seedsman in whom he had confidence and

THE MAY BASKET

had not examined it. I am very glad that it wasn't sowed.

I wish you might have a look at my beautiful May Basket. It was such a surprise. The girls made it of raffia and filled it with violets—hundreds and hundreds of them—a solid mass of purple and some green violet

leaves around the edge. It is surely the prettiest May Basket I have ever seen.

Spring is here. Everything is waking up and it makes me so happy to be in the country where I can enjoy it.

Lovingly your

COUNTRY TEACHER.

FATHER'S WHEAT FIELD

Wheaton, Iowa, June 3, 1911

My Dear Daddy:—My heart is so full that I can only tell you to-night of our last day. We had been busy in school right up to the last and thought we would not plan for a big program, but that we would just have a quiet little picnic by ourselves. We haven't talked much about it, either, for we have all been sort of dreading this last day.

I told the boys and girls that we would go down to the woods the day before the last day and eat our dinner together, and tell stories and have a good time. James asked me what woods and I said: "Well, I suppose the North woods will be the best." That was all, but the next forenoon I surely thought there was something the children knew and were not telling me. Noon came, however, and nothing happened, so we took our dinner pails and started to walk to the North woods, but before we had reached there I began to see buggies among the trees and table-cloths spread on the ground, and I knew all the people who were there—the

people of our district—Daddy, every one of them. They had come to surprise me and tell me good-by.

Such a dinner as we had—fried chicken, cake and ice cream and when we were just finishing, a splendid woman—one of my nicest and most helpful mothers—arose and made the kindest speech. She said they appreciated all I had done for the children; how interested I had been in them in every way; that I had not only helped them but that I had made the whole neighborhood a pleasanter and a better place to live in. She said that all my friends wanted to give some expression to their gratitude, which I could take with me and have all my life. Then she presented me with a gold watch and chain from all the people and children of the district. It was all unexpected, for they hadn't even spoken of it over the telephone for fear I would hear them. Something caught hold of my throat and I thought I just couldn't say anything, but I did manage to say a few words. What they were, I could not tell you now. But all had tears in our eyes until Mr. McCormick, with his jolly good nature, began to joke and tease me and then we felt a little more natural.

Of course, I am coming back next Fall at better wages and will have some new equipment to work with in the school. I think we could have a new schoolhouse but, we have talked a good deal about consolidation and are waiting to see if that is decided on before we invest in a new schoolhouse.

They are just the best people in the world, I know. And the boys and girls—well, I can't write about them to-night for already I am missing them so. It has been a wonderful year. It has helped and developed me in many ways and I have been so glad to have had the opportunity to try to re-direct a country school so that it would fit country life. There is such an awakening along this line throughout the United States that all of us who are trying know that we are doing our part in a great national movement. And I have had the part I like best, because it is nearest to the real work. I would rather work it out in this one district school, than to be on the president's Farm Life Commission. It is easy to see that something must be done, and to give advice, but to really meet actual conditions and work them out, that is a task well worth anyone's time and strength and mind. We have

found that we could do some things this year and next year we hope to do much more.

And I, for one, would rather be a country teacher than do anything else. Of course, Tom thinks when he is through with that post-graduate course in agronomy and animal husbandry and gets on to his farm, that some day he can persuade me that there is *one* thing better than being a country teacher, even. Do you suppose he can, Daddy?

I'll be home soon and how glad I am. It is hard to leave here, but the weeks at home and the summer work at Normal School will be just what I require.

Until I see you,

Lovingly your

HELEN.

THE CORN LADY

SUPPLEMENT
FARM ARITHMETIC PROBLEMS

Reckoning Farm Crops

The ordinary rule for figuring ear corn in the crib is to count two bushels to each five cubic feet. Multiply together the length, width, and depth of the crib in feet and take two-fifths of it, which will give you the number of bushels.

1. A crib of corn is 10 feet wide, 32 feet long, and has an average of 10 feet of corn in it. How many bushels?

2. A crib of corn 10 feet wide is made up of three 16-foot sections. Two of these sections are full to the top, 10 feet high throughout. The third 16-foot section is 8 feet high with corn at one end sloping off to 4 feet* at the other end. How much corn in each of the full sections, and how much in this last one partly full? How much corn in crib altogether?

*Take average height (8 feet plus 4 feet divided by 2, equals 6 feet).

3. Measure a crib of corn at home and figure out the number of bushels it contains.

4. A round slat pen of corn is 20 feet across and 2 sections, or 8 feet, high. How much corn does it contain?

5. A rick of ear corn piled out doors is 10 feet wide at the bottom, tapering to a point in the middle 6 feet high. It is 50 feet long. How many bushels in it?

6. A round pile of corn on the ground is 20 feet across, tapering to a point 10 feet high in the middle. How many bushels does it contain?

In estimating bushels of shelled corn or small grain in the bin, take four-fifths of the number of cubic feet.

7. How many bushels of oats in a bin 10 feet wide, 40 feet long and 8 feet deep?

8. How many bushels of shelled corn in a wagon bed 3 feet wide, 10 feet long, and 27 inches deep?

9. The common practice in estimating ear corn from the field is to count one bushel for every inch in depth of an ordinary wagon bed 3 feet wide and 10 feet long. How does this agree with the rule providing for 2 bushels for 5 feet?

As potatoes and apples are always sold by heaped measure, the rule for estimating them is 3 bushels to each 4 cubic feet, or a slightly larger bushel than small grain or shelled corn, which is always sold by level measure.

10. An ordinary freight car is 8 feet wide by 32 feet long, and is generally filled about 4 feet deep. How many bushels of apples would this be?

An acre of land is 160 square rods. To find the number of acres in any field, multiply together the length and the width in rods and divide by 160.

11. An 80-acre field has a strip 2 rods wide and 160 rods long taken off for road. Besides, there is a pasture 10 rods wide by 25 rods long, and the house, orchard and feed lots take a strip 20 rods wide by 30 rods long. If all the rest of the 80 acres is planted in corn, how many acres of corn will there be?

12. If the corn in this field fills 3 16-foot sections of crib 10 feet deep and 12 feet wide, how many bushels of corn is that per acre?

13. How many acres in a piece of land 12 rods wide and 80 rods long?

14. If this land is sold at $100 per acre, what will it bring?

15. If a mistake of 3 feet is made in measuring the width of the piece, how much difference would it make in the price received for the land?

16. A piece of land 80 rods long is 50 rods wide at one end and 30 rods wide at the other end. How many acres does it contain?

17. If this land is planted in oats and the crop fills a bin 10 feet wide, 12 feet long and 12 feet deep, what is the yield per acre?

18. When corn is planted in rows 3 feet 8 inches

apart, the custom is to count 9 rows to an acre in a field a quarter of a mile long. Is this rule correct?

19. In husking corn in a field where the rows are 80 rods long, 4 rows make a 30-bushel load. What is the yield per acre?

Threshing and Harvesting Problems

1. If a field of oats is half a mile long and 40 rods wide, how much should be paid for cutting it at 75 cents per acre?

2. If the man who cuts it gets it done in 4 days, how much is he making per day?

3. Find the amount of this threshing bill:

1,200 bushels of oats at 2 cents per bushel.
860 bushels of wheat at 4 cents per bushel.
2,600 pounds of coal at $4 per ton.
4 men and teams at $3 per day, for a day and a half.
6 men at $1.75 per day, for a day and a half.

4. The field in which this 1,200 bushels of oats were grown is 120 rods long and 50 rods wide. What was the yield per acre?

5. The wheat field was 86 rods long and 80 rods wide. What was the yield per acre?

6. Counting the cost of cutting at 75 cents per acre, and the shocking at 25 cents per acre, what has been the total cost of harvesting and threshing? What does this amount to in expense per bushel?

7. If a self-binder receives proper care, it will last 12 years. It is run each year on an average of 5 days

of 10 hours each. (a) If the binder cost $120 and simple interest on the investment is allowed at 6 per cent, what is the cost of one hour's work of the binder? (b) If by carelessness in handling and the leaving out of doors when not in use, the life of the binder is reduced from 12 years to 4 years (4 years is the average life of the binder), what is the cost per hour of its use?

8. A crib of corn is weighed in, in November, as 67,200 pounds. How many bushels would this be?

9. How many feet deep would it fill a crib 10 feet wide and 32 feet long?

10. Allowing that the shrinkage on ear corn is 3 per cent a month of the original amount for six months from November on, what would this crib of corn weigh out next June?

11. If the corn can be sold at gathering time for 50 cents a bushel, would it pay better to sell it then or hold it till next June and sell it for 60 cents, allowing 3 per cent shrink a month for 6 months?

12. A quarter-section farm is divided up as follows: Corn land, 80 acres; oats, 20 acres; hay land, 30 acres; pasture, 20 acres; orchard, 5 acres; waste land, lots, buildings, etc., 5 acres. Draw a sketch of this farm as you would lay it out.

13. The corn grown filled 4 16-foot sections of crib 12 feet wide and 10 feet deep. The oats filled a bin 10 feet wide, 12 feet long, and 11 feet deep. The hay filled a mow 30 feet wide, 100 feet long, and 15

feet high. The apples filled a bin 10 feet wide, 12 feet long and 7 feet deep. Figuring the crops at the present local prices and allowing a fair rent for the pasture land, what was the income from the farm for the season?

14. If corn is checked 3 feet 8 inches apart each way, how many rows to the acre?

15. With 3 stalks to the hill, how many stalks to the acre?

16. If it takes 100 ears to make a bushel, how many bushels to the acre would you have, with one good ear from each stalk?

17. Which is the best crop, 5 stalks to the hill with small ears requiring 200 to make a bushel, or 3 stalks to the hill bearing good ears requiring 100 to make a bushel?

18. If a field of corn is good enough to make 70 bushels per acre, but the squirrels take out 100 hills to the acre, in a 10-acre piece, how many bushels will be lost from the crop?

Cost of Growing Farm Crops

In estimating the cost of growing crops in the following problems, count the time of a man and a team at $3 per day, or man alone at $1.50 per day.

1. A field is 80 rods long and 60 rods wide. How many acres?

2. How many days will it take to plow it, allow-

ing 2½ acres a day as fair work for man and team? What would be the cost?

3. If a man and team can harrow 15 acres a day, how long will it take to harrow it twice? What will be the cost?

4. If a man and team can plant 15 acres a day, how long will it take and what will it cost?

5. If a man and team can cultivate 7½ acres a day, how many days will it take to cultivate it 4 times, and what will it cost?

6. If this field of corn makes 2,000 bushels, what is the yield per acre? What will it cost per acre to husk it at 3 cents per bushel?

7. What is the total cost of the field of corn in the way of labor? How much per acre? Allowing rent at $5 per acre, what is the total cost per acre?

8. What would this field of corn bring at present prices? How much per acre?

9. What would be the net return per acre after deducting all cost in the way of labor and rent? Have any items of expense been omitted? If so, figure them in.

10. What would be the cost per acre of growing wheat, allowing for plowing at 3 acres per day, 2 harrowings at 15 acres per day, seeding at 15 acres per day, 6 pecks of seed at $1.00 per bushel, cutting at 75 cents per acre, shocking at 4 acres a day to each man, and a threshing expense of 7 cents per bushel on a yield of 24 bushels per acre.

11. What would be the net return on 30 acres on a crop of 24 bushels of wheat per acre, after paying all the above expenses and selling the wheat at 90 cents per bushel and paying $5 per acre rent?

Comparison of Different Crops — Rotation of Crops

1. Suppose a 40-acre field planted to corn for 5 years in succession produces 60 bushels per acre the first year, 55 the second, 43 the third, 33 the fourth, and 30 the fifth, what will be the value of the corn grown in the 5 years, at 40 cents per bushel?

2. Suppose instead of growing corn continuously he had practiced the following rotation:

First year—40 acres corn, 60 bushels per acre, at 40 cents. Second year—40 acres oats, 60 bushels per acre, at 30 cents. Third year—40 acres clover, 3 tons per acre, at $8 per ton. Fourth year—40 acres timothy, 2 tons per acre, at $9 per ton. Fifth year—40 acres corn, 70 bushels per acre, at 40 cents per bushel.

What would have been the value of the five years' crop?

3. Which of the two plans would produce the most money in the five years? How much more? Which would leave the land in the best condition at the end of five years? Are there any other advantages to either plan?

4. The average good stand of corn is about 12,000

stalks per acre. If by careful selection of seed corn each stalk can be made to bear an average of one ounce more of corn, what will be the increase in yield per acre? What will be the increase in cash return on 70 acres, if the corn is 40 cents per bushel?

5. Eight pounds of seed corn will plant an acre. How many bushels would it take to plant 70 acres?

6. If a man put in a day on the selection of each bushel of corn, what would be the cost of selecting seed for 70 acres, counting his time at $2 per day? How much per acre?

7. If by such selection he can increase the yield of his corn 5 bushels per acre, and corn is worth 40 cents per bushel, what will be the increase in value on 70 acres of corn? How much per acre?

Dairy Problems

In working out these problems, have the pupils get prices on feed by inquiring of the local dealers. It might be well, too, to keep the market quotations on feed and farm crops posted on the blackboard and changed weekly. If possible demonstrate the use of the Babcock milk tester. Have pupils actually test milk. A Babcock tester can be secured complete for $5.00.

1. A good ration for a dairy cow is 10 bushels of corn and 10 bushels of oats ground together, and one

ton of clover hay. This amount should feed a cow for 75 days. At present prices, what will be the cost of supplying this ration for 225 days and pasturing the cow the balance of the year at $1.50 per month?

2. Allowing that the labor cost is 50 cents per week per cow, what is the total cost of the cow's keep for a year? What is the cost per month? Per week?

3. If butter fat is worth 25 cents per pound, how many pounds must each cow produce per year to balance the expense of her keep? How much per month? Per week?

4. A cow gives 3½ gallons of milk per day (weight 8⅝ pounds per gallon). If the milk tests 4.8 per cent, how much butter fat does she yield per week? Per month?

5. If the milk tests 2.8 butter fat, what is the yield per week? Per month?

6. Of two cows, one gives 3 gallons of milk per day, testing 2.8 per cent butter fat, the other gives 2 gallons per day, testing 4.8 per cent butter fat. Which cow is the most profitable? How much more per month?

7. Allowing that the labor cost is about the same under each method, which would pay best, to sell milk at 5 cents per quart or butter fat at 25 cents per pound, if the milk tests 4 per cent?

8. If you allow that after taking out the butter fat the sweet skim milk is worth 5 cents a gallon to feed to pigs, which plan will pay best?

	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Bess	lbs. milk	lbs. milk	lbs. milk	lbs. milk	lbs. milk	lbs. milk	lbs. milk	lbs. milk	lbs. milk	lbs. milk
	750	754	730	670	690	680	650	640	520	450
	test %	test %	test %	test %	test %	test %	test %	test %	test %	test %
	4.4	4.4	4.2	4	4.2	4.2	4	3.8	3.6	3.6
Spot	lbs. milk	lbs. milk	lbs. milk	lbs. milk	lbs. milk	lbs. milk	lbs. milk	lbs. milk	lbs milk	lbs. milk
	780	775	750	700	670	670	650	630	600	500
	test %	test %	test %	test %	test %	test %	test %	test %	test %	test %
	3.2	3.2	3	3	3	3.2	3	2.8	2 8	2.8

9. Find the yield of milk and the yield of butter fat for the year from each of these cows.

10. If the average value of butter fat for the year is 24 cents per pound, what is the money return from each cow?

11. If the cost of keeping each cow for the year is $32.50, what is the net profit from each?

12. If feed is high and the cost of keeping each cow is $43.00 per year, what is the net profit from each?

13. Figuring the ration given in problem No. 1 at present prices for feed, 225 days on dry feed and the balance of the year pasture at $1.50 per month and not making allowance for labor, what would be the profit from each cow?

Poultry

1. A flock of 100 hens average 85 eggs a year each. If the average price of eggs for the year is 16 cents per dozen, what is the value of these eggs?

2. Suppose it takes 12 bushels of corn at 45 cents, 5 bushels of oats at 25 cents, and $7 worth of other feed, to keep this flock for one year, what is the profit over and above the cost of the feed?

3. Some flocks of hens have a record of as high as 200 eggs each in a year. What would be the cash return from this flock of 100 hens if they did as well? What would be the net return over the cost of feed?

4. At present local prices, what would be the amount received for 34 hens weighing 7½ pounds each? How much would this be for each hen?

5. At present local prices, what would be received for 34 hens weighing 4½ pounds each, if the dealer docked them 1 cent per pound from the regular prices because they were small and thin?

6. Have the pupils get figures on actual sales of poultry and figure the returns. Have each pupil bring several such records, if possible.

Birds, Weeds and Insects, and Their Relation to Field Crops

1. How many acres in a section? How many sections in a township? How many townships in your county? How many acres in the county?

2. The damage done by insects in Iowa averages 58 cents per acre. What would this amount to for your county? For the farm you live on?

3. Wild birds average about 450 to the quarter section. How many would this be for the county? For your farm?

4. Allowing that each bird eats 50 insects per day (a low estimate), how many insects would the birds of the county destroy in the five summer months? How many on your farm?

5. Estimating 100,000 insects to the bushel, how many bushels would this be? How many bushels per day?

6. The birds that stay all winter eat principally weed seed. Allowing one bird to the acre and ¼ ounce of weed seed per day for each bird, how many tons of weed seed would the birds eat in three months in the whole county? How many pounds on your farm?

7. One plant of plantain bears about 14,000 seeds, weighing about one ounce. Forty of these seeds will easily seed a square yard of ground. Suppose all the seeds were allowed to live, how many square yards of ground would one plant seed? What harm do plantain and such weeds do? How can we keep them from spreading and crowding out the crops?

8. Five hundred small grasshoppers will eat a pound of growing crops in a day. Almost all birds are fond of grasshoppers for food. A cuckoo or a

meadow lark will eat 250 a day. How many birds will it take at this rate to save a ton of small grain or grass in ten days?

9. As destroyers of potato beetles and other harmful insects, a single pair of quails is said to be worth $5. If this pair produces a brood of 16 young quails, what is the value of the work done by the entire covey next year?

Scale Tickets

1. A farmer sold 6 loads of ear corn (70 pounds to the bushel) at 51 cents per bushel. Fill out the scale ticket, and find how much money he should get for each load and how much for the total.

	Gross weight lbs.	Weight wagon lbs.	Net weight lbs.	Net weight bushels	Amount at 51c. $
	3480	1310			
	3405	1260			
	3200	1190			
	3394	1285			
	3382	1220			
	3476	1276			
Totals					

Note that this kind of work is easily proved. The total of the net weights of the different loads should equal the difference between the total of the gross weights less the total of the wagon weights. Also, the

total of the values of the different loads should equal the result of figuring the total net weight at the given price.

2. Make out a scale ticket and find the amount received for five loads of hogs at $5.25 per 100 pounds. Gross weights: 2974, 3025, 2889, 2986, 3116, Wagon weights: 1210, 1190, 1275, 1280, 1312.

3. Make out a scale ticket and find the amount received for five loads of oats sold at 42 cents per bushel. Gross weights: 2900, 2842, 2736, 2937, 2854. Wagon weights: 1187, 1264, 1235, 1210, 1224.

4. Make out a scale ticket and find the amount received for four loads of shelled corn sold at 52 cents per bushel. Gross weights: 3664, 3580, 3376, 3610. Wagon weights: 1200, 1224, 1185, 1240.

5. Make out a scale ticket and find the amount received for ten loads of potatoes sold at 60 cents per bushel. Gross weights: 3168, 3040, 3276, 3100, 3000, 2940, 2865, 2986, 3012, 2730. Wagon weights: 1262, 1214, 1200, 1262, 1214, 1200, 1262, 1214, 1200, 1262.

6. Find the value of five loads of hay sold at $6.25 per ton. Gross weights: 3180, 3375, 3464, 3490, 3388. Wagon weights: 1175, 1190, 1240, 1245, 1260.

7. The milk weights for a week run as follows, by days: 475, 460, 450, 455, 470, 480, 485. In each case the weight of 5 cans at 15 pounds each should be deducted from these gross weights. If the milk tests 4 per cent butter fat and the price of butter fat is 25 cents per pound, what will be the check for the

week? What will be the return if the test is 3.3 per cent?

8. The weights of cream shipped each day run as follows: 64, 63, 67, 70, 72, 71, 70. Deduct 15 pounds for weight of can and figure returns on a price of 25 cents for butter fat, if cream tests 40 per cent. Figure net returns after deducting an express charge of 40 cents per 100 pounds on the gross weight shipped and 5 cents each for the return of the empty cans.

9. The weights of ten bags of clover seed run as follows: 161, 163, 164, 160, 162, 159, 150, 155, 154, 156. Allowing one pound each for the weight of the bags, how much clover seed is there, and what is it worth at $7 per bushel?

10. The weights of eight bags of timothy seed run as follows: 107, 109, 105, 106, 101, 111, 107, 107. Allowing one pound each for the weight of the sacks, how much timothy seed is there, and what is it worth at $1.75 per bushel?

Painting and Papering

In painting, allow one gallon of paint for every 250 square feet of surface to be painted.

1. A room is 12 feet wide, 15 feet long, and 9 feet high. It has two windows and one door, each about 3 feet by 6 feet. How many rolls of paper will be required to paper the walls? How much for the ceiling? How many yards of border? If the paper costs

20 cents a roll and the border 3 cents a yard, and the paper hanger charges 25 cents a roll for hanging the paper and 3 cents a yard for the border, what will be the total cost?

2. Measure the school room you are in and find out what it would cost to paper it, allowing that the paper would cost 15 cents per roll and the work of hanging it 20 cents per roll? How much for the paper alone?

3. How much would it cost to paint the outside of the school house, if the paint cost $1.65 per gallon? What would the painter charge for putting it on, at 5 cents per square yard?

4. How much would it cost to paint the roof of the school house, if the roof paint cost 90 cents per gallon and the work of putting it on 3 cents per square yard?

Farm Sales

1. An auctioneer gets for his pay one per cent of the total received. If a sale amounts to $3,457.50, what does he receive?

2. Some auctioneers get $10 and one per cent of the total of the sale. What would this amount to on above sale?

3. The terms of sale are: Sums under $10, cash. Amounts over that, one year's time at 6 per cent interest, or 2 per cent off for cash. A man buys a horse for $150. What will he have to pay for it at

the end of the year's time, including the interest? How much if he pays cash?

4. If the terms are, one year's time without interest or 8 per cent off for cash, what will he have to pay at the end of the year? What if he pays cash?

5. If the terms are, sums under $10 cash, over that amount 8 per cent discount, will it pay better to bid $9.50 and pay the net cash, or $10.25 and get the discount?

6. Ear corn at a sale is usually sold and measured off at 4,300 cubic inches to the bushel. How does this agree with the common rule of 2 bushels to each 5 cubic feet?

7. A crib of corn 10 feet by 12 feet by 32 feet is sold at 4,300 cubic inches to the bushel at 51 cents per bushel. What does it come to? If the terms are 8 per cent discount for cash, what will be the net cost? What will be the net cost per bushel?

8. Have the pupils get the figures on some actual transactions at farm sales and figure up the discount and the interest charges according to the terms of the sale.

Farm Labor and Its Payment

In counting up time, count 26 working days to a month, 10 hours to a day, and 6 days to a week.

1. If a man is getting $30 a month, how much is

that a day? How much a week? How much an hour?

2. Which is the bigger pay—$10 a week, or $40 a month?

3. A man works from March 1 to June 20, losing four days in that time. What would his wages amount to at $30 per month? (The number of working days can be counted on a calendar.)

4. A man working at $10 a week loses one-half of one day and two hours another day. What will he receive, after counting out his lost time?

5. A man working at $25 per month, begins March 15 and works till August 12, losing 9 days during that time. He has drawn at different times $47. How much is coming to him?

6. A man in town is getting $1.75 a day and has to pay $4 a week board. Another man is working on a farm at $30 a month and board. Which is really the bigger pay? How much?

7. Which is the bigger net pay—$30 a month and board, or $10 a week and pay $3.50 a week board?

8. An acre contains 160 square rods, or 4,356 square feet. Corn is ordinarily planted 3 feet, 6 inches, each way. How many hills to an acre?

9. If a man is hired to cut up corn at 10 cents a shock, 14 hills square, how much is this an acre? How much an acre if the shocks are 16 hills square?

10. If a man is paid 3 cents per bushel for husking corn, what will he earn for the week if his loads

run as follows, allowing 1,200 pounds out for the weight of the wagon each time: Gross weights of loads—3650, 3630, 3700, 3760, 3750, 3710, 3420, 2910, 3400, 3450, 3510, 3580?

11. Have each pupil bring to school the actual figures on a settlement for farm labor, and have the class work it out.

Farm Drainage

1. A 40-acre piece of low land (a quarter of a mile across) is 3 feet, 4 inches, higher at one side than the other. How much fall will this be to the rod?

2. If the tile cost $20 per 1000, each tile being a foot long, and the laying of them costs 25 cents per rod, what will it cost to lay four strings of tile across this 40 acres?

3. How much will this amount to per acre?

4. If it increases the yield of corn on this land an average of 5 bushels per year for ten years, what will this increase of corn be worth at 40 cents per bushel? How much on the whole 40 acres?

5. What will be the net gain per acre over the cost of tiling? What will be the net gain on the whole 40 acres?

6. A 40-acre field is a quarter of a mile (80 rods) each way. How many rods of tile will it take to run diagonally across it, coming in at one corner and out at the other corner? Draw a diagram of this.

7. Measure the distance across the school ground the long way and estimate the number of tile it would take to lay one string of tiling across it. How much would it cost, reckoning the tile at $20 per 1000 and the laying at 25 cents per rod?

8. The very wettest of land can be thoroughly drained (if a proper outlet can be had) by laying lines of tiling three rods apart. To drain a field 20 rods wide and 80 rods long in this way, running the tile the long way of the field, how much tile will be required, and what would it cost? Draw diagram.

9. The gain in yield from tiling would be at least 10 bushels of corn per acre, or its equivalent in other crops. If the tiling lasted for 30 years, what would be the total gain? What would be the net gain?

Handy Farm Measures

1. A bushel of small grain or shelled corn is 1¼ cubic feet. To find the capacity of a bin, multiply the length, breadth, and depth, together (in feet) and take 4-5 of it.

2. A bushel of ear corn is 2½ cubic feet. To find the capacity of a crib in bushels, multiply the length, breadth, and depth, together (in feet), and take 2-5 of it.

3. A bushel of apples or potatoes is 1 1-3 cubic feet. To find the bushels, take ¾ of the cubic feet.

4. The area of a circle is about ¾ that of a square of the same diameter. The exact fraction is .7854. So to find the area of a circle, multiply the diameter by itself, and multiply the result by .7854, which is the same as taking a little over ¾ of it.

5. The circumference (distance around) of a circle is a little more than three times the diameter. The exact fraction is 3.1416.

6. To find the contents of a pointed heap of corn, find the area of the bottom of the pile in square feet, and multiply that by half the height of the highest point. This will give you the cubic feet, which can be reduced to bushels. To find the contents of a circular crib of corn, find the area of the circular base, and multiply that by the height. This will give the cubic feet.

7. A ton of tame hay will about equal a space 8x8x8 feet. Wild hay, 7x7x7 feet.

8. A barrel of water is about 4 cubic feet.

9. A cubic foot of water weighs 62½ pounds.

10. An acre is 160 square rods; 43,560 square feet; 4840 square yards.

11. The board foot used in reckoning lumber is a square foot an inch thick.

12. A gallon is a trifle over ⅛ of a cubic foot. To find the capacity of a tank, estimate the contents in cubic feet, and multiply by 8 for the number of gallons, and divide by 4 for the number of barrels. This will be very nearly correct.

13. To find the number of pounds of butter fat in in milk. Take the test per cent of the number of pounds of milk. For instance, if milk tests 4 per cent, 50 pounds of milk will contain 2 pounds of butter fat.

Spraying Mixtures

FOR BITING INSECTS

Dry Paris Green	Wet Paris Green.
Paris green .....1 lb.	Paris green .....¼ lb.
Lime or	Lime .....¼ to ½ lb.
flour ...20 to 50 lbs.	Water .....50 gals.

FOR SOFT-BODIED SUCKING INSECTS

Kerosene Emulsion

Hard soap (in fine shavings).....½ lb.
Water .....1 gal.
Kerosene .....2 gals.

Dissolve soap in boiling water, add kerosene to the hot water, churn with spraying pump until the mixture changes to a creamy, then to a soft, butter-like mass. This gives three gallons of 66 per cent oil emulsion which may be diluted to the strength

desired. To get 15 per cent oil emulsion add ten and one-half gallons water.

FOR FUNGOUS DISEASES

COPPER SULPHATE

Copper sulphate .....1 lb.
Water .....18 to 25 gals.

Use only before foliage opens, to kill wintering spores.

BORDEAUX MIXTURE

Copper sulphate .....5 lbs.
Lime (good and unslacked) .....5 lbs.
Water .....50 gals.

A List of Useful Bulletins

Simply on request, a large number of government bulletins on subjects of the greatest interest to students in a country school, may be obtained. Address the *United States Department of Agriculture, Washington, D. C.*

Circular Number 2. Gives a list of all publications for free distribution.

The Year Book of Agriculture. Gives much valuable information.

It would be well to have the following bulletins on hand at the beginning of the term:

Farmers' Bulletins Nos. 408, 28, 188, 89, 214, 215,

192, 77, 44, 40, 187, 170, 55, 29, 42, 63, 57, 201, 166, 409.

U. S. Bulletins Nos. 91, 32, 38, 75, 45, 99, 132, 171, 196, 141, 41, 200, 64, 408, 289, 179, 205, 49.

Your own state college of agriculture, also will furnish you with many bulletins especially valuable as they deal with the special problems of your own state.

Secure the soil survey map of your own county, if it has been made. This can be secured through the State College of Agriculture.

Language in Connection With the Teaching of Farm and Home Subjects.

Every pupil needs much careful training in how to express himself clearly and correctly. He can best learn to use good English by writing or telling of things of which he knows, things that are a part of his life and his work; or, subjects on which he can get information from the people around him. We must have some personal interest, or some first hand information in order to gain anything in trying to express ourselves.

Let the children write on subjects such as the following:

How Can We Get Good Roads?

How to Make a King Road Drag.

Home Nursing.

Are Birds of Use to the Farmer?
Keeping the Soil Fertile.
Alfalfa.
The Silo.
Bread Making.
The Right and the Wrong Way.
Why I Like to Live in the County.
Horses and Their Feed.
Growing Apples.
Wild Flowers and Their Use in Beautifying Home and School Grounds.
Does Farming Pay?
The Selecting, Storing and Testing of Seed Corn.
The Farmer's Library and Reading Table.
Modern Conveniences in the Farm Home.
Getting Rid of Flies.
The Story of the Life of a Great Farmer.

Many more subjects could be given. The subjects must be suited to the knowledge and interest of the pupils as well as to the needs of the homes and the farms in the community.

Wherever possible, such composition should be illustrated by original drawing and diagrams. Clippings from agricultural papers and bulletins may be used to good advantage, also. Thorough, original investigation should be the basis for all such work. It will not only make students who can write well, but it will make students who can think and judge for themselves.

Corn.

The usual distance between hills is 3 ft. 8 in. If checked at this distance apart, there are 3240 hills in one acre. If there is a perfect stand, three stalks in a hill, and each stalk has one twelve-ounce ear of corn on it, the field will produce 104 bushels of corn on an acre. Yet, the average yield in the United States is only 38 bu. to the acre.

To secure a good yield of corn we must have good seed, good soil and good cultivation.

Corn Judging.

The object in judging corn is to determine the corn that when planted will produce the most corn of the best quality. The score card used by the Extension Department of the Iowa State College of Agriculture is plain, logical and easily grasped. It takes up the points under four heads.

I. WILL IT YIELD? 25 points.

That is, will it yield well; has it constitution; can we depend upon it even when weather conditions are unfavorable?

II. WILL IT RIPEN? 25 points.

That is, will it mature; will it ripen every year; is it safe for the locality?

III. DOES IT SHOW IMPROVEMENT? 25 points.

That is, has it breeding; has it a distinct

type; will it reproduce itself; has it several years of careful selection and improvement back of it?

IV. WILL IT GROW? 25 points.

That is, has it vitality; will it germinate; will it all grow and grow uniformly, giving strong, vigorous plants?

Bread.

United States Government Bulletins Nos. 52, 67, 101, 112 and 121 will give information on bread work.

Score Card for Bread.

SCALE OF POINTS

	Perfect Score.
1. FLAVOR, sweet and nutty as determined by the taste.....	25
2. LIGHTNESS, well risen, as determined by weight of the loaf measured by the weight of the materials used.....	15
3. SWEETNESS, free from sour, musty or yeasty smell, as determined by the odor..	10
4. TEXTURE AND GRAIN. These are closely associated and are judged by the fineness and tenderness of the crumb (crumb is the inside of the loaf and crust the outside). Should be elastic, uniform and smooth and free from large holes	15

5.	COLOR, should be creamy white.....	15
6.	CRUST, should be about 3-8 of an inch in depth, of a very fine texture, and a golden brown color.....	5
7.	SHAPE AND SIZE, should be about 3½x7½x3 inches	5
8.	DOUGHINESS AND MOISTURE. Bread should spring back when an impression is made by the fingers. Crust should be crisp and crumble easily.....	10
	Total	100

Rules for Making Button Holes.

1. Cut slit the diameter of the button to be used.

2. First strand the button hole by taking one or more long stitches to the extreme end of the slit and back again on the opposite side. The button hole stitch will cover and be strengthened by them.

3. Overcast over the stranding. This overcasting must not be deep or it will show.

4. Take the first stitch by putting the needle into the slit close to the end and bring it out far enough from the edge of the slit to avoid danger from ravelling. The thread must be thrown from the eye of the needle under the point in the direction the work is advancing. Turn the corners of the slit by placing the stitches fan-shaped around the end.

Announcements

For Intermediate Teachers

Busy Hands Construction Work

By Isabelle F. Bowker, of the Chicago Public Schools. Embracing work in cardboard folding and cutting, basketry, weaving, etc. The subjects were carefully chosen and are familiar to all children. 170 illustrations. Cloth. Price, 60 cents.

Scissors and Paste

By Grace Goodridge. A book of fifty designs for cutting and pasting, with helpful suggestions for the teacher. Price, 25 cents.

Memory Gems for Home and School

By L. E. Johnston. Contains 265 beautiful gleanings from a variety of sources for intermediate and grammar grades. Price, 10 cents.

Stories in Season

A book of stories and poems in great variety, illustrating the seasons of the year, the months, etc., put in usable form by Miss George, the well-known editor of The Plan Books. Price, 50 cents.

Songs in Season

The title indicates the character of this most useful book. There are twenty songs of Spring, twenty-six of Autumn, and thirty of Winter, together with eight flower songs, thirteen bird songs and twenty miscellaneous songs. Paper. Price, 50 cents.

A. FLANAGAN COMPANY, CHICAGO

For Higher Teachers

First Steps in English Composition

By H. C. Peterson, Ph.D. Professor of English, Manual Training School, Chicago. A book so simple, so bright, so practical, and so pleasantly productive of original work in composition writing and in the orderly and correct presentation of thought, that it is being hailed with delight everywhere. Cloth. 213 pages. Price, 40 cents.

Outlines, Tables and Sketches in U. S. History

By S. Laura Ensign. The best and most complete book of outlines in U. S. History published. Over one hundred thousand copies have been sold. Price, 25 cents.

One Hundred Authors

By Bessie H. Shedd. Outlines in English and American Literature, with a Selected List of Quotations. It treats of one hundred authors, their birth, life, school, occupation, work, residence and death. Cloth. Price, 30 cents.

Outlines in English and American Literature

By W. E. Wenner, State Normal School, Slippery Rock, Pa. For High Schools, Colleges, Teachers' Institutes and Normal Schools. Outlines, Suggestions, Questions and Quotations arranged by the different periods. Price, 30 cents.

Development Lessons in Mensuration

By Wm. F. Sell, Principal Ward School, Milwaukee, Wis. Contains over 1,000 examples and problems illustrating the practical use of mensuration. Complete with answers, 74 pages. Boards. Price, 25 cents.

A. FLANAGAN COMPANY, CHICAGO

Other Good Books

BACTERIA IN FOODS: A treatise on the conservation of Health, or the Scientific Preparation of Pure Food. By Hiram H. Shepard, formerly Science Instructor in the Chicago Normal School.

A valuable and interesting little work telling about Forms and Growths of Bacteria. How destroyed, bacteria in fruits and vegetables—not dry reading but intensely interesting; various means of preserving foods; also articles on dairy products, grape juice, vinegar, ptomaine poisoning, sanitary milk, certified milk, canning, preserving and jellying, molds, yeast and yeast substitutes, etc., etc. **A pamphlet of 32 pages. Price 10 cents.**

LIFE ON THE FARM: Or Scientific Agriculture Simplified. By Hiram H. Shepherd.

Presents in simple, untechnical and interesting language some of the general principles of agriculture. Treats of the soil, air, light, heat, plants, trees, germs, insects and birds. Excellent as both a reader and a reference work. **Cloth. 166 pages. Price 50c.**

PRODUCTS OF THE SOIL: By W. F. Rocheleau. With fifty-seven illustrations.

Presents a comprehensive and interesting treatment of Lumber, Sugar, Cotton, Indian Corn, Wheat and Fruits. Each subject is discussed at length. **Cloth. 194 pages. Price 50c.**

ONE HUNDRED LESSONS IN ELEMENTARY AGRICULTURE

One hundred clearly defined lessons, each one stating the title, season to be given, aim, materials needed, subject matter and method to use in presenting. Should be in the library of every rural school. A helpful and accurate manual for those teaching elementary agriculture. **Price 65c.**

A. FLANAGAN COMPANY
CHICAGO

RAYMOND H. FOGLER LIBRARY
DATE DUE

BOOKS ARE SUBJECT TO
RECALL AFTER TWO WEEKS

MAY 25 1979

UNIV OF MAINE
3 7550 01025191 7

YO-AUW-954